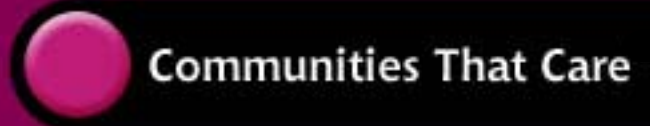


Benefits and Results

Phase Two: Organizing, Introducing, Involving



Module 4 goal



Communities That Care

Provide an overview of the benefits and results of the *Communities That Care* system.

Objectives



1. Discuss the methods used to evaluate the *Communities That Care* system.
2. Describe the benefits and results of the *Communities That Care* system.



Process evaluations



- Office of Juvenile Justice and Delinquency Prevention (1996, 1997)
- United States General Accounting Office (1996)
- Jenson, Hartman & Smith (1997)
- Harachi, Ayers, Hawkins, Catalano & Cushing (1996, 1998)
- Arthur, Ayers, Graham & Hawkins (in press)

Benefits of the *Communities That Care* system



Communities That Care

- Shared vision and community norms
- Common language
- Coordinated data collection and analysis
- Integrated planning processes

Jenson et al., 1997; U.S. General Accounting Office, 1996;
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997

Benefits of the Communities That Care system



Communities That Care

Increased:

- Funding
- Collaboration among agencies
- Accountability
- Use of tested, effective programs
- Long-range, strategic focus
- Community involvement

Jenson et al., 1997; U.S. General Accounting Office, 1996;
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997

Benefits of the Communities That Care system



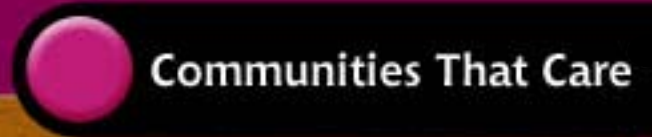
Communities That Care

Decreased:

- “Turf” conflict
- Duplication or fragmentation of resources
- “Problem du jour” approach
- Use of untested or proven ineffective programs
- Community disorganization

Jenson et al., 1997; U.S. General Accounting Office, 1996;
Office of Juvenile Justice and Delinquency Prevention, 1996, 1997

Sample results



Ames, IA

Improved cognitive skills

East Prairie, MO

Improved parenting skills, family relations, community relations

Montgomery County, MD

72% decrease in suspensions;
30% decrease in school problems

Nekoosa, WI

Decrease in student detentions, academic failure, truancy

Lansing, MI

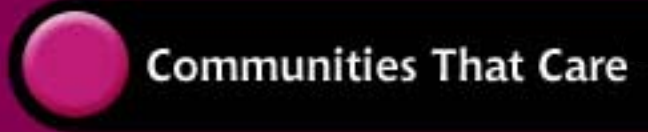
Decrease in fights, suspension;
Increased feelings of safety at school

Port Angeles, WA

65% decrease in weapons charges;
45% decrease in burglary; 29% decrease in drug offenses; 27% decrease in assault charges; 18% decrease in larceny

Office of Juvenile Justice and Delinquency Prevention, 1996, 1997

Phase Two: Organizing, Introducing, Involving



Module 1

Setting the Stage

Module 2

The Research Foundation

Module 3

The Implementation Process

Module 4

Benefits and Results

Module 5

Committing to the *Communities That Care* Process
Milestone: Engage Key Leaders

Module 6

Next Steps
Milestone: Develop a Community Board

